

Pupil premium strategy statement (primary) Academic year -2019/20

1. Summary information					
School	Hatfield Peveler St Andrew's Junior School				
Academic Year	Sept 19- July 20	Total PP budget	£36,960	Date of most recent PP Review	January 2019 (Ofsted)
Total number of pupils	211	Number of pupils eligible for PP	36	Date for next internal review of this strategy	November 2020

Identified barriers to educational achievement

St Andrew's Junior School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities- educational experiences such as trips, the school residential and extra- curricular clubs.
- Parental engagement with the school- additional support with attendance, developing routines to support good learning attitudes.
- The need of additional support in class, or through group education plans.
- Some have additional emotional needs which cause barriers to learning.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	72%
% achieving expectations in reading	62.5%	78%
% achieving expectations in writing	62.5%	82%
% achieving expectations in maths	37.5%	83%
% making progress in reading	1.1	-0.4 (local authority figures)
% making progress in writing	-1.4	0.1
% making progress in maths	-1.4	-0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pupils may not be working at an age related level and have conceptual gaps or misconceptions.
B.	In some cases, a limited vocabulary and language skills can impact learning.

C.	In some cases, learning skills may need developing- Eg organisation, commitment, resilience	
D	Social and emotional difficulties including confidence and self-esteem	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	In some cases, consistent attendance and punctuality.	
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having the correct equipment in school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To ensure classroom teaching is precise and of a high-quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> ▪ Pupils will meet (or exceed) age related national expectations in English and Maths. ▪ All staff will receive appropriate CPD to facilitate development and high quality teaching. ▪ Teachers will use accurate assessment to adapt teaching sequences to pupil need. ▪ Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths. ▪ Teaching assistants will support learning effectively. ▪ Additional intervention sessions will take place, based on need-assessed to ensure effective.
B.	<p>To develop opportunities for oracy across the school.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a 'love of books'.</p> <p>Pupils read regularly and have access to high quality texts within class lessons and class book corners.</p>	<ul style="list-style-type: none"> ▪ Focus in classes on oracy with specific scaffolding for speaking and listening. ▪ Pupils to read regularly (volunteer readers) outside of normal classroom reading. ▪ Whole class guided reading sessions will include, retrieval, meaning and inference. ▪ Quantity/quality of reading to be tracked back and celebrated in class. ▪ Precise feedback to be given to pupils.
C.	<p>For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.</p>	<ul style="list-style-type: none"> ▪ Pupils will complete Think good feel good programme- compare assessments pre and post intervention. ▪ Opportunities to celebrate occasions when children have 'shone' in the new Friday 'Shine' assembly. ▪ Increased class discussion involvement to be identified by TAs using half term
D.	<p>For parents to feel more confident in supporting their children at home with all of their needs.</p>	<ul style="list-style-type: none"> ▪ Parents will have an improved strategies to support their children. ▪ Less general support from school will be needed.
E.	In some cases, consistent attendance and punctuality.	
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having the correct equipment in school.	

5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For pupils to meet their end of year targets.</p> <p>To raise the progress and attainment rates of all disadvantaged children at the end of KS2.</p>	<p>To hold termly pupil progress meetings (Target Tracker Tuesday) to identify children at risk of not achieving their end of year target.</p>	<p>By using robust systems to collect and analyse pupil data, support is put in place for all children who require additional provision in making good progress with a specific focus on this priority group.</p> <p>These meetings fed directly into interventions funded by the grant for disadvantaged pupils.</p>	<p>HT/DHT both in PPM for pupil progress meetings to ensure that all children who require additional support are targeted. SLT to be informed of meetings</p>	<p>Mrs Black (HT) Mrs Dutaut (DHT)</p>	<p>Half termly-in line with the review of the School Development Plan.</p>
<p>To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.</p>	<p>Use of regular observations, drop-ins, pupil voice and coaching of new staff.</p>	<p>LM 2, QoE 1,3,4 of School development plan 19/20 specifically make reference to these as a whole school focus this academic year.</p> <p>These observations will demonstrate that all disadvantaged pupils will have access to good or outstanding teaching.</p>	<p>HT/ DHT/ SEC/ DEA/ SLT will drop-into lessons through-out the year. Regular discussions with staff about practice, progress and any support needed to be prompt. Subject leaders will conduct lesson drop-in observations throughout the year.</p>	<p>Mrs Black (HT) Mrs Dutaut (DHT)</p>	<p>Half termly-in line with the review of the School Development Plan.</p>
<p>To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning.</p>	<p>Through continued evaluation of marking and feedback through work scrutiny by SLT, lesson observations and staff discussions the school will ensure that PP children have access to highly effective feedback.</p>	<p>The EEF show that this is a high impact and low cost strategy based upon moderate evidence and can have up to 8 month additional impact on the learner.</p> <p>TA training on developing independence of learners.</p> <p>SLT to focus on Feedback policy in Aut 19 to ensure it is best practice.</p>	<p>Staff will conduct book scrutiny for their individual subjects with specific focus of effective marking and feedback.</p> <p>Discussion with pupils during lesson observation. Specific feedback question answers to be analysed.</p>	<p>Mrs Black (DHT) All staff</p>	<p>Half termly-in line with the review of the School Development Plan.</p>

To develop a more therapeutic approach to behaviour management within the school.	The implementation of the Essex Steps approach to behaviour to all staff.	The Essex Specialist teaching team recommended the Essex Steps approach – to ensure it is used fully within school. HT to be re-trained in July 2020	HT and SENCo will seek support from STEPS support team to ensure the approach is being effectively introduced and embedded within the school.	Mrs Black (HT) Mrs Dutaut (DHT) SLT	Reassess as needed.
Total budgeted cost					£28,843
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.	Think Good Feel Good intervention to be used throughout the school.	A specific intervention for resilience and emotional intelligence would be useful and would build on the REST used last year. EEF state that <u>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</u> They also have an average overall impact of four months' additional progress on attainment.	Staff (teachers and TAs) will be well-trained in the intervention- so they will be able to reinforce the toolkit skills that the children will have been taught. Baseline and post-intervention assessments will be monitored carefully and then analysed after completion of the sessions.	Mrs Dutaut (DHT)	December 2019

For pupils with speech and language needs to have individual programmes of support created.	To ensure any speech and language issues are dealt with swiftly.	North Essex SALT- Jo Baxter has been used by the school previously and her approach has been very successful in supporting children with and speech and language issue.	Mrs Dutaut (SENCo) will do pre-assessments and discuss needs with the class teachers. Support plans to be followed consistently and follow up assessments monitored carefully.	Mrs Black (HT) Mrs Dutaut (SENCo)	February 2019
To ensure social, emotional and behavioural emotional barriers are reduced.	To allow a regular 'time to talk' for children to talk through any issues regarding friendships or worries in school. Support during lunchtimes with emotional regulation and specific game play.	Opportunities to talk and be taught strategies for children with SLC needs is important.	Mrs Dutaut (SENCo) will do pre-assessments and discuss needs with the class teachers. Support plans to be followed consistently and follow up assessments monitored carefully.	Mrs Black (DHT)	Half termly reviews.
Total budgeted cost					£5,545.47
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide the opportunity for all	Raising aspirations/ Sports participation	Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-	The music clubs will be overseen by Mrs Black and Mrs Jeary (the music co-ordinator)	Mrs Black (DHT)	Annually

<p>children to participate in school life.</p>	<p>Employment of ECS attendance matters consultant to raise attendance in school.</p>	<p>curricular clubs, music lessons and educational visits.</p> <p>This funding will continue to support children in a range of ways and to contribute to developing the 'whole' child.</p> <ul style="list-style-type: none"> • Supporting the cost of educational visits for families unable to make a contribution. • Extra-curricular clubs for individuals including music lessons with the peripatetic music teachers in school. • Food or snacks for those in need at breaktime <p>Attendance Officer to liaise with families and support school with attendance issues.</p>	<p>Access to and discounts for school visits, residential visits and extra-curricular clubs will be managed by Mrs Draper our Business Manager.</p> <p>Two weekly visits, pre- planned with SBM and HT to ensure attendance data pre-prepared.</p>	<p>Supported by Mrs Draper (Business manager)</p> <p>Mrs Black Mrs Draper Mrs Shuttlewood</p>	
<p>Total budgeted cost</p>					<p>£2571.53</p>

6. Review of expenditure				
Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>For pupils to meet their end of year targets.</p> <p>To raise the progress and attainment rates of all disadvantaged children at the end of KS2.</p>	<p>To hold termly pupil progress meetings (Target Tracker Tuesday) to identify children at risk of not achieving their end of year target.</p>	<p>All staff worked creatively to ensure that as many children as possible met their end of year targets.</p> <p>The COVID-19 pandemic created a situation where the children did not complete their SATs as anticipated.</p> <p>The Home-learning bulletins ensured that there was an equitable offer to all.</p> <p>Specific and individualised support was continued for all children during lockdown.</p>	<p>All staff benefited from Jane Constadine training on Youtube during Lockdown- this will have a positive impact on the quality of teaching in September 2020 moving forwards.</p>	<p>£28,843</p>

ii. To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To ensure social, emotional and behavioural emotional barriers are reduced.</p>	<p>The teaching of the children's CBT programme 'Think good feel good' was a positive move, combining these sessions with Forest schools sessions.</p>	<p>Many positive outcomes were achieved through the introduction of TGFG and Forest Schools.</p> <p>An improvement in behaviour and emotional outbursts were seen before Lockdown.</p> <p>During the Year 6 return – forest schools were even more successful in allowing children opportunities to develop resilience and communication skills.</p>	<p>Continue with these strategies.</p> <p>Look at training up school staff for Forest schools to reduce costs moving forward and allow even further opportunities in the future.</p>	<p>£5,545.47</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide the opportunity for all children to participate in school life.	Raising aspirations/ Sports participation	Children eligible for PP funding have shared the same experiences as their non-pupil premium funded peers. Children have benefited from support with funding school trips.	To continue to allow for the subsidy of trips, as and when they are appropriate. Music lessons have continued via Zoom during lockdown. COVID-19 meant that the residential was cancelled.	£2571.53

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk